Lesson Plan Template

Grade: 2nd Grade	**Subject:** Math – Comparing Numbers
Materials: Comparing Numbers Activity Worksheet, 8 decks of cards, 8 marker boards, assessment worksheet	**Technology Needed:** None

Instructional Strategies:	**Guided Practices and Concrete Application:**

X   Direct instruction
X   Guided practice
€   Socratic Seminar
€   Learning Centers
€   Lecture
€   Technology integration
€   Other (list)
 	
X   Peer teaching/collaboration/ perative learning
   €   Visuals/Graphic organizers
   €   PBL
   €   Discussion/Debate
   €   Modeling
	X Large group activity X Hands-on
	€ Independent activity € Technology integration
	                             € Imitation/Repeat/Mimic
	X Pairing/collaboration
	€ Simulations/Scenarios
	€ Other (list)
	
	  Explain:

Standard(s)
2.NBT.3 – Comparing two three-digit numbers based on meaning of the hundreds, tens, and one digits, recording the results of comparison with the symbols >, =, and <
	Differentiation
	Below Proficiency: Pair this student with a above or emerging proficiency student.
	   Draw the shark teeth in the symbols on the top of student's paper or on the board for reference.
	   Have the student work with comparing two-digit numbers.

Objective(s) By the end of the lesson students will be able to compare two three-digit numbers using the symbols >, <, and = by working with a partner and deciding whether the numbers being compared are greater than, less than, or equal. **Bloom's Taxonomy Cognitive Level:** Understanding, Applying, and Evaluating.	**Above Proficiency:** Pair this student with a below proficient student. Have the students list the numbers from least to greatest. **Approaching/Emerging Proficiency:** I would not change anything for this student. **Modalities/Learning Preferences:** Visual – Provide examples on the board Auditory – Verbally give instructions. Kinesthetic – Allow students to pick a different spot around the room to work with partner Tactile – Provide hands on activity

Classroom Management- (grouping(s), movement/transitions, etc.)	**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**
● Students will follow classroom rules and procedures ● Student will be paired with the person beside them. If needed below proficient students will be paired with above or emerging proficient students. ● Give students 1 minutes warnings before transitions. ● Countdown from 10 when students are transitioning back to their desk. When you reach 0 the students should be back in their desks. ● Students will be called on by raising their hand. ● After turn in talks cue students with, "finish up your thoughts in 3...2...1…"	● Students will follow classroom rules and procedures. ● Students will be expected to participate when working with a partner. ● Students will have voice levels at 0 during group instruction. ● During group/ independent work time students voice levels should be at 1. ● Students will raise the hands to ask or answer a question.

Minutes	Procedures
2 Minutes	**Set-up/Prep:** ● Have comparing numbers printed and symbols cut ● 8 decks of cards

	● 8 Marker Boards

5 Minutes	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**
	● So, in first grade and maybe even this year you reviewed comparing two-digit numbers. Who can raise their hand and give me an example of a two-digit number?
	    ○ Allow two students to give you examples of two-digit numbers.
	● Now when comparing them we want to know which number is bigger. Can anyone tell me what these signs mean? (Write < - less than, > - greater than, and = - equal to on the board.)
	● While working with greater than and less than signs it might be helpful to think of the signs as sharks or alligators. (draw teeth in signs) The shark always wants to eat the biggest number so its mouth should always be open towards the larger number and its end should be pointing to the smaller number
	    ○ With the classes help, determine what number is bigger
	● Now we are going to do a little activity, you and your partner will be given a deck of cards and a marker board then you will use the markers and erasers you have in your supply box. So with the marker board you are going to place that in between you and your partner and with the deck of cards you will first take out all of the face cards then you and your partner will each take out two cards. Then with your two cards you will create a two-digit number.
	● Example: if I have a 2 and a 5 I can either make the number 25 or 52.
	● Then when you decide what number you are going to make both of you will place your cards on opposite sides of the marker board and you will decide if the numbers are greater than, less than, or equal to. Then write the correct sign on the marker board.
	● So, you and your partner can quietly spread out around the room, we will compare numbers for 3 minutes.
	    ○ Give students 1 minute and 30 warning before transitioning.
	    ○ After 3 minutes have students return to their desks by counting down from 10. By 0 students should be in their desks and ready to continue.
	● Now, since you all know how to compare two-digit numbers, today we are going to learn how to compare three-digit numbers.

8-10 Minutes	**Explain: (concepts, procedures, vocabulary, etc.)** ● If I have the number 230 and I am comparing it to the number 340, I first want to look at the hundreds place value. Can I have one person raise their hand and tell me in the number 230 what number is in the hundreds place? Who else can raise their hand and tell me in the number 340 what number is in the hundreds place? ● Good, so since we know that 2 is less than 3 we know that 230 is less than 340 so between these two numbers I need a less than sign <. ● Does that make sense? Give me a thumb up is you understand or a thumbs down if you do not understand and I need to explain more. ● What if I had the numbers 105 and 130. What place value should we look at first? Right, we should look at the hundreds place value first. After looking at the hundreds place value I see that they are both 1. Does that mean the numbers are equal and I should put an equal sign in-between the two numbers? No! Next, we need to look at the tens place value. Can I have one person raise their hand and tell me what number is in the tens place value in both 105 and 130?

- Great, so know we need to figure out what number is larger 0 or 3, that's right 3 is larger than 0. That means I need what symbol in between the two numbers to represent that 105 is smaller than 130. Good, I need a less than sign again.
- What if I had the numbers 527 and 526. Turn and talk with someone beside you and discuss whether 527 is less than, greater than, or equal to 526.
    - Allow students a minute or two to discuss.
    - Cues students with, "finish up your thoughts in 3...2...1…"
- Can I have one group share their answer? Good, 527 is greater than 526. So, the mouth needs to be open towards 527. Did every group decide that 527 is greater than 526? What did you do that made you decide that answer?
- Okay, last one what sign do I need between 849 and 849. Yes, I need and equal sign because if I compare the hundreds place, tens place, and ones place values the numbers are all the same.
- Okay can I have everyone give me a fist of five with 0 being I didn't understand a single thing you said and 5 being I understand everything and could teach this lesson.
- For the activity, you will be paired with the person beside you. You will be given a list of numbers to compare and a group of greater than, less than, and equal to signs and you will have to decide what sign should go in between the two number. While working with your partner make sure you are working together and agreeing on the answers. When you and your partner have decided on the answer then glue down the sign on the paper. Once everyone is finished put you and your partners name at the top of the paper, we will then go through the answers together.
    - Have students hand activity in for assessment.
- **(Do Review after going through answers and before worksheet)**
- Next, we will be doing the worksheet. Please put your name on the top and then put your pencils down so that I know you are ready.
- We will do this front side together, for number one we have the numbers 331 is greater than 214 and transfer the number down to the lines below and add the greater than sign. What way should the greater than sign be pointing? Right, it should be pointing to the right to 214. (Finish the front side with students using teachers' book)
- Now let's turn to the inside and do the do you understand together. So, the question is, how would you compare 326 and 89? (Write on board). Can someone raise their hand and tell me what place value we need to look in first? We need to look in the hundred place value right. In 326 we have 3 in the hundreds place but in 89 there is no number there so you could put a zero there. So, three is greater than zero right. Correct, so what sign should you put in between 326 and 89. Yes, a greater than sign because 326 is greater than 89.
- Now to finish this worksheet, between the two comparing numbers there is a circle, that is where you will put the greater than, less than, or equal to sign. then below that is the same two comparing number but between them is a line. That is where you will write the words greater than, less than, or equal to. Does that make sense to everyone?
- Now, you must finish the rest of the packet independently so use the rest of time wisely. I will be walking around the room, raise your hand if you need help.

5-8 Minutes	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** ● Students will be paired with a person beside them and work together to determine if the two numbers being compared are greater than, less than, or equal to. ○ Allow students 5 minutes to complete the activity then go over answers together.

Lesson Plan Template

	Students will also complete an assessment worksheet
3 Minutes	**Review (wrap up and transition to next activity):** ● Now after completing this activity does anyone's fist of five change? How is everyone feeling, 0 being you still doing understand and 5 being you could teach someone about comparing numbers. ● (Draw symbols on the board) Who can raise their hand to tell me what this symbol is? (Go through all three symbols)

| **Formative Assessment: (linked to objectives)**
Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.
● Check for understanding by thumb up or thumb down and fist of five.
● During activity walk about and check students work and how they are figuring out the answers.
● Go through the answers with students after everyone has completed the partner activity and have the students turn in this activity.

Consideration for Back-up Plan:
● If students are not confident with this task yet bring students back together and review comparing two-digit numbers until all the students have grasped the concept then go onto three-digit numbers again and explain the difference between comparing two-digit numbers versus three-digit numbers. | **Summative Assessment (linked back to objectives)**
End of lesson:
● Student will complete a three-digit comparing numbers worksheet to assess their learning.

● Students will turn in group activity to assess their learning.

If applicable- overall unit, chapter, concept, etc.:
● N/A |

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

After implementing this lesson the lesson plan has been changed based upon my reflections.

I thought the lesson went well, the students participated and were engaged throughout the whole lesson. Although, it may have been a little long, if I were to implement this lesson again, I would only do one of the partner activities with the students rather than both. But I think it worked for this class because they are an active and talkative group, having two activity that allowed them to get up, move around the room, and talk to their partner I think this helped them be engaged during the instructional portions of the lesson. Although, for some groups this may get long and boring. One thing that I would change about the assessment is rather than having the student do a worksheet for assessment I could have them do the comparing numbers worksheet, but instead of having the students just place the signs on the paper I would have them glue them on and hand the activity in. This would make the learning more hands-on and engaging, but I would still be able to assess their learning. When doing any partner activity, I need to know if the students can pick themselves appropriate partners and I need to make sure no one will be left out.